

Personal Narrative

When I first arrived at Legacy High School and applied for the Highly Effective Library Program designation, I was only beginning to understand the unique needs of Legacy and establish relationships that would allow me to have a broader impact on students and teaching. The three years since my first application was submitted have proven fruitful for both my professional growth and the impact I have been able to make on teaching and learning at Legacy. Professionally, I have been lucky enough to receive funds for conferences as well as pursuing my own professional development classes to improve my practice. Within the last year I have attended a conference and enrolled in a professional development class around literacy and reading comprehension. Adams 12 has identified improved literacy scores as their top academic priority for the school year, and although I don't teach traditional literacy as a classroom teacher, I do collaborate with teachers around literacy assignments. Understanding pedagogy such as rhetorical reading and persuasive writing has helped me as I work with teachers to improve information literacy skills. One of the easiest ways to establish credibility with teachers is "talk their language" and literacy training has given me a language in which to collaborate more closely with a variety of classroom teachers. Because of my involvement with literacy training, I have also been selected to work on the School's Literacy Team which is charged with creating professional development of the staff along district goals and new state standards. In addition to the work I have done with literacy, I have also continued to seek professional development opportunities in technology. I have attended multiple conferences, as well as training provided by my district. I have taught professional development classes on Web 2.0 tools and led a study group to explore the viability of tablets in a high school setting. I am currently putting together a professional development class on Chromebooks that I will lead later this year with members of my staff.

Like every other educator in the state, I have been actively working on realigning curriculum and assessment to the new state standards. This means working as a collaborative group with the other high school librarians, as well as departments within my own school on rubrics and assessment. While the work can sometimes be laborious, I believe it is positively affecting student achievement by maintaining similar expectations of inquiry across disciplines. It has generated great conversations around scaffolding and formative assessment. In conjunction with classroom teachers, I have been more involved with the various stages of inquiry, so that I am better able to assess where students are struggling. One particular area that I have been working on with teachers is providing more inquiry projects in which students generate their own questions. This can be a messy process, but with focused instruction, we are finding that students are digging deeper into subjects than they have previously done in the past. This leads to more analysis and evaluation of complex-texts which supports the school's reading and writing goals. Another impact that has realized significant results is my work with the English department on annotated bibliographies. I have been involved in both the creation of scaffolded expectations of annotated bibliographies, as well as teaching students to assess information using the CRAP (Currency, Reliability, Authority, Purpose) test. Teachers, including myself) have seen improved results on annotated bibliographies from previous years. Students are more discerning in their use of information and better able to support their claims with quality sources. We will continue to work on these and assess student progress to ensure that students are prepared for post-secondary learning.

My work at Legacy High School continues to grow and adapt. As standards, expectations, technology, and assessments change, the library program can and must remain relevant for students and teachers alike. Through professional development and collaboration with teachers, I believe I have created a program that is dynamic enough to adapt to new initiatives and demands on teachers as well as meet the needs of 21st century learners.



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